

Coaching Moves and Purposes for a Reflective Coaching Conversation

Coaching Move	Examples of Coaching Questions or Statements to Be Used in a Reflective Conversation
<p align="center">Ground the Conversation in Student Evidence</p> <p align="center"><i>Purpose: Means of ensuring the coach and the teacher are thinking about content, pedagogy and student learning in the same way and grounding their conversation in data; provides an opportunity for dialogue that facilitates understanding</i></p>	
<u>Discuss objectives</u>	<ul style="list-style-type: none"> • What were your goals for this lesson? What did you want students to say or do to let you know it was successful? • Talk to me about why you wanted students to complete this particular task. What were you hoping students would learn?
<u>Explore student and teacher evidence</u>	<ul style="list-style-type: none"> • What were your impressions of how the lesson went? What leads you to believe it went well/did not go well? • How did your use (insert instructional practice) influence your students' ability to (insert student evidence look-fors)? How do you know? • How did your student work compare to the outcomes you wanted? • What evidence supports that your students understand ____? • How did you engage students in developing their understanding of (insert topic here) during the lesson? How did what you heard students say compare to what you wanted to hear? • What does the students' work tell us about students' ability to (insert student evidence look-fors)?
<p align="center">Connect the Instructional Triangle</p> <p align="center"><i>Purpose: Means of prompting reflection that focuses the conversation on the connections between and among the three points of the Instructional Triangle</i></p>	
<u>Utilize open-ended, probing questions</u>	<ul style="list-style-type: none"> • What are some of your hunches about why students ____? • What effect did your (insert instructional practice) have on your student outcomes? • How did you plan for (insert instructional practice) for this lesson? How did planning for ____ that way influence students' ____? • Talk to me about your student work in connection to your goals for this lesson. What might be some

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	<p>instructional practices that caused (insert observations of student work)?</p> <ul style="list-style-type: none"> How did (insert instructional practice) impact the responses you heard from students? <p>What effect did your instructional decisions have on the results that you saw in your student work?</p>
<p><u>Provide evidence from lesson:</u> When a teacher is not accurately surfacing areas of focus, the coach may provide evidence of what he/she noticed in the lesson and prompt further inquiry</p>	<ul style="list-style-type: none"> I noticed when the students were asked to ____, students ____. We identified that the success indicators for this lesson were _____. As you look at the student evidence, one thing that I notice is _____. What else are you noticing? <p><i>Follow-up question...</i>How do you think (insert instructional practice referenced) influenced your student outcomes?</p>
<p align="center">Deepen Understanding and Explore Possibilities Purpose: <i>Means of deepening the teacher's content and pedagogical knowledge</i></p>	
<p><u>Utilize open-ended, probing questions</u></p>	<ul style="list-style-type: none"> What might be some ways that you could continue to reinforce the students' -(insert student evidence look-fors? What might be some ways (insert instructional practice) could continue to impact your students? How might your (insert instructional practice) be impacting your student data? What might be some ways you could adjust your (insert instructional practice) to see different results?
<p><u>Provide research-based options:</u> When the teacher struggles to surface focused ideas or solutions</p>	<ul style="list-style-type: none"> Some possible options might be... What thoughts do you have about using... As we consider (anchor document or thought), what might be some ways that (insert practice)... Here is an example of a way...
<p align="center">Refine or Extend Purpose: <i>Means of acknowledging critical content or pedagogical information & providing an opportunity for the teacher commit to continuing to refine the area of focus or make connections to other areas</i></p>	
<p><u>Discuss purpose</u></p>	<ul style="list-style-type: none"> Why is it important to...? What might be some reasons you would want to...? How might ____ impact student learning?

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<u>Commit to refinement</u>	<ul style="list-style-type: none"> • How might you apply what we discussed today? • You talked about (insert teacher idea). How might I support you in implementing that idea in an upcoming lesson? • What will you do in your next lesson based on today's conversation? • What are some things you want to continue to do? What are some things you want to try as a result of today's conversation? • What teacher actions or adjustments are you considering that might positively impact what you are seeing from your student data?
<u>Commit to extension</u>	<ul style="list-style-type: none"> • What might be some ways you could support other teachers in developing their ability to (insert instructional practice)? • How might (insert instructional practice) assist you in (insert other content area)? • What might be some other times it would be helpful to (insert instructional practice)?
<p style="text-align: center;">Reflect on Process</p> <p><i>Purpose: Means of providing an opportunity to solidify the purpose of reflecting together and information to guide future coaching practices</i></p>	
<u>Close the conversation</u>	<ul style="list-style-type: none"> • How has today's conversation impacted your thinking? • As you reflect on our time together, what has helped you? • How has our conversation today helped you? • What was most beneficial about our session today? • How has the support this week helped you? • What have you found most beneficial in this coaching cycle?